

Message Text

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ACTION IO-13

INFO OCT-01 ADP-00 AF-10 ARA-11 EA-11 EUR-25 NEA-10 RSC-01

CU-04 HEW-08 TRSE-00 OMB-01 SS-15 NSC-10 PA-03 PRS-01

USIA-12 CIAE-00 INR-10 NSAE-00 RSR-01 /147 W
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R 082025 Z MAY 73

FM USMISSION USUN NY

TO SECSTATE WASHDC 7875

UNCLAS USUN 1724

E. O. 11652 NA

TAGS: SGEN

SUBJ: UNICEF EXECUTIVE BOARD-- NON- FORMAL EDUCATION

1. SUMMARY. THE PAPER ON NON- FORMAL EDUCATION IS AN INTERIM REPORT TO BE COMPLETED FOR PRESENTATION AT THE 1974 BOARD MEETING. THE STUDY WAS INTRODUCED BY ITS AUTHOR, MR. PHILLIP COOMBS, WHO EXPLAINED THAT A MAIN INTENT IS TO ENCOURAGE LEADERS IN DEVELOPING COUNTRIES TO BLEND FORMAL AND NON- FORMAL EDUCATION INTO SYSTEMS THAT ARE VIABLE. MOST DELS FELT THAT THE STUDY WAS SATISFACTORY. SEVERAL RECOMMENDED THAT THE SAMPLE BE INCREASED TO INCLUDE COUNTRIES FROM AFRICA AND NORTH AFRICA. GERMANY AND THE UK STRESSED THAT EDUCATION SHOULD BE A PART OF THE UNIFIED APPROACH TO DEVELOPMENT ENCOMPASSING SOCIAL CHANGE AND SOCIAL JUSTICE. GERMANY ALSO SAID THAT EDUCATIONAL PROGRAMS WHICH RECOMMEND EXPENSIVE TECHNOLOGIES SHOULD BE INVESTIGATED THOROUGHLY BEFORE IMPLEMENTED. ALL DELS NOTED THAT RURAL AREAS SHOULD BE GIVEN PRIORITY IN NEW EDUCATIONAL PROGRAMS. THE SESSION ENDED WITH MEMBERS APPROVING PLACEMENT OF THE ITEM ON THE 1974 AGENDA OF THE EXECUTIVE BOARD.

2. DR. PHILLIP COOMBS, AUTHOR OF THE STUDY ON NON- FORMAL EDUCATION, ADDRESSED THE DELS AND NOTED THAT THE PAPER WAS AN ATTEMPT TO EXPRESS THE VIEWS AND IDEAS OF PEOPLE CONSULTED. HE SAID THAT A COMPANION STUDY ON NON- FORMAL EDUCATION FOR ELDER AGE GROUPS HAS BEEN COMPLETED FOR THE WORLD BANK AND HE EXPRESSED THE HOPE THAT THE IBRD AND UNICEF STUDIES COULD BE USED TO REINFORCE

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EACH OTHER.

3. DR. COOMBS SAID THAT A MAJOR FACTOR OF THE STUDY WAS TO GET LEADERS THINKING CLEARLY AN ON BROADER TERMS IN SEARCH FOR AN EDUCATIONAL SOLUTION. HE ALSO SAID HE HOPED THAT LEADERS IN DEVELOPING COUNTRIES WOULD FIND WAYS OF BLENDING FORMAL AND NON-FORMAL EDUCATION. THE CLIENT POPULATION SHOULD INCLUDE WOMEN AND GIRLS AS WELL AS DROP- OUTS.
4. THE DEPUTY DIRECTOR OF UNICEF COMMENTED THAT THE ROLE OF DEVELOPMENT AGENCIES WAS TO GIVE PEOPLE WHAT THEY ALREADY WANT. THIS WAS THE CASE IN CLEAN WATER PROJECTS AND IT IS THE CASE IN EDUCATION.
5. THE CANADIAN DEL EXPRESSED THE VIEW THAT EDUCATION WAS TO MEET THE NEEDS OF YOUTH TODAY.
6. THE GERMAN DEL SAID THAT NON- FORMAL EDUCATION SHOULD TEACH PEOPLE TO COPE WITH LIVING AND WITH THE ENVIRONMENT. THIS APPROACH SHOULD PROVIDE FOR MORE SOCIAL JUSTICE, EQUALITY AND SOCIAL CHANGE. SHE SAID THAT SOCIAL AND EDUCATIONAL PLANNING SHOULD INVOLVE THE ECONOMISTS BECAUSE SOCIAL CHANGE HAS MANY FACETS. HUMAN RESOURCES, ECONOMISTS AND SOCIAL PLANNERS MUST BE INTEGRATED.
- 7 THE UK ALSO EXPRESSED THE NEED FOR THE UNIFIED APPROACH BUT STRONGLY SUPPORTED THE NEED FOR THE FORMAL EDUCATION SYSTEM. THE DEL SAID THE FORMAL SCHOOL SYSTEM 40 YEARS AGO PRODUCED THE KINDS OF LEADERS REQUIRED FOR THE TIMES. THE ONLY PROBLEM TODAY WAS THAT THE CHANGE DID NOT TAKE PLACE SWIFTLY ENOUGH. WHILE EXPRESSING SUPPORT FOR NON- FORMAL EDUCATION THE DEL STRONGLY RECOMMENDED RETENTION OF THE FORMAL SYSTEM. THIS SUPPORT CAUSED THE BOARD CHAIRMAN TO COMMENT THAT HE HAD SCRUPULOUSLY AVOIDED COMMENT DURING DEBATES BUT IN THIS INSTANCE HE FELT MOVED TO SAY THAT PERHAPS FORMAL EDUCATION NEEDS SOME SUPPORT FROM NON- FORMAL EDUCATION, JUST AS THE COMMISSION ON THE STATUS OF WOMEN MIGHT NEED SOME MEN ON ITS GOVERNING BODY.
8. PAKISTAN SAND ALGERIAN DELS COMMENTED THAT THE STUDY MIGHT HAVE INCLUDED SAMPLES ON THE FORMAL AND ON NON- FORMAL EDUCATION SYSTEMS IN AFRICA AND THE MEDITERRANEAN THUS MAKING IT MORE USEFUL.
9. THE ALGERIAN DEL SAID THE DOCUMENT INDICATED THAT THERE WAS THE NEED FOR COUNTRIES TO REDEPLOY THEIR FINANCIAL RESOURCES. HE SAID THE STUDY SHOULD BE LINKED WITH EMPLOYMENT POSSIBILITIES AND THE BRAIN DRAIN. THE DOCUMENT, HE SAID, WAS USEFUL FOR RESEARCH AND FOR UN AGENCIES AND COULD ALSO BE UTILIZED IN PROGRAM

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10. THE US REP FELT THAT THE STUDY WAS AN IMPORTANT IN- PUT FOR RURAL DEVELOPMENT . HE EXPRESSED THE HOPE THAT THE NON- FORMAL EDUCATION WOULD NOT BE LOOKED UPON AS A PANACEA SOLVING ALL EDUCATIONAL PROBLEMS. THE DEL ALSO SUGGESTED A NEW MORE EXTENSIVE DEFINITION OF NON- FORMAL EDUCATION.
11. THE FRENCH DEL STRESSED THE NEED FOR ADDITIONAL REPORTS AND

SPECIFIC DOCUMENTS ABOUT PROGRAMS IN OTHER COUNTRIES. HE SAID IT IS NOW CLEAR THAT TRADITIONAL EUROPEAN EDUCATIONAL PRACTICES TRANSPORTED TO DEVELOPING NATIONS HAVE FAILED. IT IS DIFFICULT AND COMPLEX TO PREPARE ALL CHILDREN OF A COUNTRY IN MANY SPHERES OF KNOWLEDGE. HE SUGGESTED ADDITIONAL STUDIES TO LOOK AT THE TRADITIONAL SYSTEM S; THE PROBLEMS OF EMPLOYING STAFF, AND RELATIONSHIP OF NON- FORMAL EDUCATION TO PRIMARY SCHOOLS.

12. THE SWEDISH DEL COMMENTED THAT CHILDREN IN RURAL AREAS HAVE BEEN DEPRIVED EDUCATIONALLY, HAVING LESS TRADITIONAL EDUCATION AND BEING PRESENTED WITH AN IRRELEVANT CURRICULUM. HE DEL SAID THAT HE SUPPORTS TAKING THE STEPS SUGGESTED BY THE STUDY TO CORRECT THIS SITUATION.

13. THE SWISS DEL COMMENTED THAT THE PROBLEMS CITED IN THE STUDY ARE THOSE OF DEVELOPED AS WELL AS DEVELOPING COUNTRIES. HE SUGGESTED THAT THERE SHOULD BE CONSUMER PARTICIPATION IN DETER - MINING THE KIND OF EDUCATION TO BE EVOLVED. THE EGYPTIAN DEL SUGGESTED THAT NON- FORMAL EDUCATION BE ADJUSTED TO FORMAL EDUCA - TION SYSTEMS AND THAT IT NOT BE USED FOR YOUNGER CHILDREN. THE INDONESIAN DEL REGRETTEED THE WESTERN APPROACH TO EDUCATION LEFT OVER IN HIS COUNTRY FROM COLONIAL DAYS. HE SAID HE FAVORED REGIONAL AND LOCAL DEVELOPMENT AS ONE SOLUTION TO THE EDUCATIONAL CRISIS. HE ALSO EXPRESSED THE NEED TO TRAIN MORE VOLUNTEERS FOR TEACHING ROLES.

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*** Current Handling Restrictions *** n/a

*** Current Classification *** UNCLASSIFIED

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*** Current Handling Restrictions *** n/a

*** Current Classification *** UNCLASSIFIED

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EO Systematic Review
30 JUN 2005

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Type: TE
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